

**Opening, Call to Order, Roll Call, Approval of Agenda**

The September 19, 2017 meeting of the State Board of Education/State Board for Vocational Education was called to order at 5:03 p.m. by President Dennis L. Loftus. The following members of the State Board were present: Dr. Dennis Loftus, President; Nina Lou Bunting, Vice President; G. Patrick Heffernan; Hon. Liane M Sorenson, Barbra Rutt, and Dr. Terry M. Whittaker. Secretary of Education Dr. Susan S. Bunting was present to serve as the Executive Secretary for the State Board, and the Board's Executive Director, Donna Johnson, also was present.

The agenda was amended on September 19, 2017, in order to add a new item from the Professional Standards Board. A motion was made by Mrs. Rutt and seconded by Dr. Whittaker to approve the agenda as amended. The motion carried unanimously by voice vote.

The minutes of the Board's regular meeting of August 17, 2017 were not approved as presented. There was need for a deletion caused by a typographical error located on the last page of the minutes; the phrase "was no" was removed. The approval for the revised version of the minutes was moved by Mrs. Bunting and seconded by Dr. Whittaker. Mrs. Rutt abstained from the vote because she was not in attendance at last month's State Board of Education meeting. The motion carried unanimously by voice vote.

**Committee Reports from State Board Members, Update from Executive Director, Update on Literacy Campaign Efforts**

Mrs. Bunting reported that she attended the September agenda-setting meeting and the Teacher of the Year Advisory meeting with Secretary Bunting. Mrs. Bunting also attended the Delaware School Boards Association (DSBA) meeting on September 13 and the Data Dashboards and School Report Cards under Every Student Succeeds Act (ESSA) workshop hosted by the State Board on September 18. Mrs. Rutt reported that the DSBA legislative committee will begin meeting again in October and she will report on that meeting next month. Dr. Loftus reported that he participated in the agenda-setting meeting and attended the Data Dashboards and School Report Cards under the ESSA workshop. He commended those involved with the workshop and thought the topic was well received and conversation was robust. He looks forward to more discussion on the topic in the future.

Ms. Johnson gave a brief update and highlighted parts of the online executive director's report. Ms. Johnson attended the Lead for Delaware celebration ceremony. The newly certified school leaders talked about their vision for education and why they chose to take leadership positions in high-needs schools. Two of the leaders are working at Great Oaks Charter School, one at Freire Charter and another at Odyssey Charter. Ms. Johnson also mentioned that some of the alternative leadership certification programs (LEAD and PPP) will be at the November Board meeting and will be able to speak about their programs in more details. The NASBE Standard, which comes out quarterly, focused on components within state ESSA plans. A few of the articles were highlighted, and it was noted that SBE members should have received the publication in their mail. However, just in case they weren't received, as well as for any member of the public's viewing, a link was included within the Director's report online.

The Board selected a voting delegate for the Annual National Association of State Boards of Education (NASBE) conference and business meeting. Dr. Whittaker expressed an interest in serving in

that role at the conference. Mrs. Bunting motioned that he be elected as the voting delegate, and Mrs. Sorenson seconded the motion. The motion passed unanimously by voice vote.

Ms. Johnson provided a brief update on initiatives related to the Board's Literacy Campaign. This month's update focused on communication and community involvement. The Delaware Department of Education (DOE), the Early Learning Council, United Way, and the Governor's Office have been working in conjunction to develop a Campaign for Grade Level Reading. The Literacy Campaign also includes recommendations related to birth-to-three educators and alignment of high quality professional development for educators, which is a major focus within the DOE Office of Early Learning. Additionally, the Professional Standards Board will be reviewing the content readiness exams used for early learning and elementary to assure that the approved assessments align with the components outlined in the educator preparation program components. This aligns with the Literacy Campaign recommendation to align the requirements of certification with the needs of Delaware students and educators.

### **Secretary's Report**

Dr. Bunting provided the Board with an update on the ongoing work involving the plans related to improving Wilmington schools. Dr. Bunting reported that Dorrell Green, Director of the Office of Innovation and Improvement, spoke with the Christina Board of Education. She shared DOE's plans to provide assistance and personnel support in Wilmington's lowest performing schools. Dr. Bunting also updated the Board on the continued work with the anti-discrimination regulation development committee. The committee has finished the draft regulation, and it will be posted on the website within the next few days. Public meetings throughout the state will be held to review the regulation and model policy and will provide an opportunity for the public to share additional opinions.

The School District Consolidation Taskforce is still meeting and will be reviewing the factors that contribute to students' academic success as it relates to district boundaries. The subcommittee is currently awaiting more instruction and guidance from the taskforce regarding next steps and additional work to be reviewed.

Dr. Bunting is continuing to visit schools throughout the state, meeting with principals and superintendents, and looking at the programs offered in their schools. She also participated in the Family Services Council Dual Generations Subcommittee, which is exploring a new idea that would better support students and the community in the Wilmington area.

### **Presentation on Educator Quality and Equity Plan Update: Angeline Rivello, Associate Secretary of Educator Supports and Raifu Durodoye, Data Fellow**

In June 2015, Delaware submitted its Plan to Ensure Equitable Access to Excellent Educators for All Students (Educator Equity Plan) to the U.S. Department of Education. Through Delaware's equity plan, the state is working to ensure that the 47,266 public school students living in poverty, 72,053 students of color, 8,095 students who are English learners, and 18,755 students with disabilities have access to truly great teaching and leading in every one of their classrooms, in every one of their schools, every single day.

The term equitable access refers to the idea that every student in any classroom in any public school in Delaware should have the same opportunity as any other student to be taught by a great teacher who is supported by a great leader. Educator effectiveness is the single most important school-based factor affecting student achievement. Several recent studies demonstrate that equity gaps continue to endure for students from low-income and minority backgrounds. Information related to

educator equity is made available to schools and districts through the Equity Dashboard in order for schools to develop plans and initiatives to address areas where equity gaps exist. The data will be included in future public data reporting in accordance with new requirements under ESSA.

President Loftus remarked that too often we continue to add more on the plates of our instructional leaders, and it decreases the time they have to be strong instructional leaders in our schools. He noted that there are pockets throughout our state where schools and districts are finding ways to be successful, but we need to continue the work on making this more prevalent throughout our state. He stressed that he is very interested in this work and is looking forward to hearing more about initiatives to improve and strengthen school leadership and supports for professional learning for our teachers.

**Presentation: Additional Statewide Data on Subgroup Performance on Statewide Assessments.  
Michael Watson, Chief Academic Officer, and Theresa Bennett, Director of the Office of Assessment**

President Loftus remarked that when we discuss how we are doing as a state across the nation, we need to be clear that we are really only comparing ourselves to those other states using the Smarter Balanced assessment and not a fuller national comparison as we have with the National Assessment of Educational Progress (NAEP). There was discussion about how the NAEP assessment is a sampling of student performance and that no Delaware student takes the full NAEP assessment in math and English language arts (ELA). Thus it is not a full summative assessment measuring progress against the standards for ELA and mathematics for all students as is required under ESEA. While the NAEP assessment provides a national comparison, it is only based upon projections from sampling of students and that is true not just for Delaware but for all states in the country. Dr. Loftus noted that as a state, we have changed our state assessment several times and districts have changed their curricula as well. He noted that to many it is unclear why we have made those changes if we are not seeing the improvement desired. He asked how we communicate our student performance in a larger comparison across the country and remarked on the need for businesses to be able to highlight progress made by our students and our education system.

Mr. Watson and Ms. Bennett presented additional details related to subgroup proficiency and achievement gaps on statewide assessments ELA and math. In the ELA section, the following data was highlighted: grade 3 percent proficient by English learners increased 9 percentage points; grade 5 Black/African Americans subgroup increased in percent proficient by 6 percentage points; grades 6 & 7 Economically Disadvantaged increased in percent proficient by 4 percentage points; grade 7 Hispanics/Latinos & Economically Disadvantaged increased in percent proficient by 4 and 5 percentage points. Each of those subgroup gains was greater than the all student gains in the state. Mr. Watson and Ms. Bennett also highlighted individual schools that were showing substantial gains. Seaford Central Elementary, where grade 3 increased 25 percentage points for Economically Disadvantaged and 32 percentage points for Students with Disabilities. Additionally, Georgetown Elementary grade 3 English learner subgroup increased 29 percentage points.

In the math section, some of the findings were as follows: grade 3 English learners increased the percent proficient by 14.7 percentage points; grade 4 Students with Disabilities and English learners showed increased in percent of students scoring proficient by 3 and 5 percentage points; grade 8 Black and Economically Disadvantaged outperformed the All Student group. Mr. Watson and Ms. Bennett also highlighted individual schools that were showing substantial gains. Academy of Dover Charter School, grade 4, increased 27 percentage points for Black/African American and 41 percentage points for Economically Disadvantaged. Selbyville Middle School, grade 6, increased 40 percentage points in the

Hispanic/Latino subgroup, 20 percentage points for Black/African American subgroup and 36 percentage points in the Economically Disadvantaged subgroup.

### **Charter School Update**

Three news articles were posted for information in lieu of the traditional charter school update presentation.

### **Professional Standards Board Update and Regulatory Actions, Formal Public Comment, Appeals and Reviews, Information Items, Adjournment**

Mr. Chris Kenton, the Executive Director of the Professional Standards Board, presented one regulation to the State Board for publication.

#### Regulation 1515 - Professional Standards Board Hearing Procedures - for publication

The Professional Standards Board, acting in consultation and cooperation with the Department of Education, requested the approval of the State Board of Education to adopt 14 DE Admin. Code 1515 Hearing Procedures and Rules. The regulation concerns the hearing procedures and rules for license denial actions under 14 Del.C. §1217 and license disciplinary actions under 14 Del.C. §1218.

A motion to publish Regulation 1515 was made by Mrs. Sorenson and seconded by Mr. Heffernan. The motion passed unanimously by voice vote.

Mr. Kenton presented one regulation to the State Board for discussion, Regulation 1511 Issuance and Renewal of a Continuing License.

The proposed changes to the regulation were initially published on March 1, 2017. Thereafter, 14 Del.C. Ch. 12 was amended, effective June 20, 2017. The proposed changes in this regulation include the changes that were initially published on March 1, 2017 and additional changes to bring this regulation in compliance with the recent amendments to 14 Del.C. Ch. 12. In addition, the reference to salary increments in Section 7.0 was stricken because it was determined that the Department has the authority to promulgate regulations concerning salary increments under 14 Del.C. Ch. 13, and the information is not under the purview of the Professional Standards Board.

Mr. Kenton presented 17 regulations to the State Board for action.

#### Regulation 1502 – Graduate Level Salary Increments – For Repeal

A motion to approve the repeal of Regulation 1502 was made by Dr. Whittaker and seconded by Mrs. Rutt. The motion passed unanimously by voice vote.

#### Regulation 1553 Driver Education and Traffic Safety Education Teacher - For Action

The Professional Standards Board, acting in cooperation and collaboration with the Department of Education, requested the consent of the State Board of Education to amend DE. Admin. Code 1553 – Driver Education and Traffic Safety Education Teacher.

A motion to publish Regulation 1553 was made by Mrs. Bunting and seconded by Mrs. Rutt. The motion passed unanimously by voice vote.

#### Regulation 1562 Teachers of English Learners - For Action

The Professional Standards Board, acting in cooperation and collaboration with the Department of Education, requested the approval of the State Board of Education to amend DE. Admin. Code 1562 – Teacher of English Language Learners. The Professional Standards Board recommended the adoption of the assessment designed to measure whether entry-level teachers of English Language learners have the standards-relevant knowledge, skills, and abilities believed necessary for competent professional practice. The 5362 Praxis II test, a passing score, and an effective date were included in the amended regulation. The Professional Standards Board voted to approve a passing score of a 149 on the 5362 Praxis test, with an effective date of July 1, 2017, and with a mandatory revisit in February 2018.

A motion to approve Regulation 1562 as amended was made by Mrs. Rutt and seconded by Mrs. Bunting. The motion passed unanimously by voice vote.

#### Regulation 1520 Early Childhood Teacher - For Action

The Professional Standards Board, acting in consultation and cooperation with the Department of Education, requested the approval of the State Board of Education to amend 14 DE Admin. Code 1520 Early Childhood Teacher. The proposed changes included adding a definition of the term “passing score” to subsection 2.2; striking Limited Standard Certificate from subsection 3.1.1 to be consistent with the language of 14 DE Admin. Code 1505 Standard Certificate; adding subsection 3.1.3; and adding section 4.0 to specify the required examination of content knowledge and passing score for a Standard Certificate for Early Childhood Teacher.

A motion to approve Regulation 1520 was made by Mrs. Sorenson and seconded by Mrs. Bunting. The motion passed unanimously by voice vote.

#### Regulation 1531 Middle Level English Language Arts Teacher - For Action

The Professional Standards Board, acting in consultation and cooperation with the Department of Education, requested the approval of the State Board of Education to amend 14 DE Admin. Code 1531 Middle Level English Language Arts Teacher. The proposed changes included adding a definition of the term “passing score” to subsection 2.2; adding subsection 3.1.3; and adding section 4.0 to specify the required examination of content knowledge and passing score for a Standard Certificate for Middle Level English Language Arts Teacher

A motion to approve Regulation 1531 was made by Mrs. Bunting and seconded by Mrs. Rutt. The motion passed unanimously by voice vote.

#### Regulation 1532 Middle Level Mathematics Teacher - For Action

The Professional Standards Board, acting in consultation and cooperation with the Department of Education, requested the approval of the State Board of Education to amend 14 DE Admin. Code 1532 Middle Level Mathematics Teacher. The proposed changes included adding a definition of the term “passing score” to subsection 2.2; adding subsection 3.1.3; and adding section 4.0 to specify the required examination of content knowledge and passing score for a Standard Certificate for Middle Level Mathematics Teacher.

A motion to approve Regulation 1532 was made by Mrs. Rutt and seconded by Dr. Whittaker. The motion passed unanimously by voice vote.

#### Regulation 1533 Middle Level Science Teacher - For Action

The Professional Standards Board, acting in consultation and cooperation with the Department of Education, requested the approval of the State Board of Education to amend 14 DE Admin. Code 1533 Middle Level Science Teacher. The proposed changes included adding a definition of the term “passing score” to subsection 2.2; adding subsection 3.1.3; and adding section 4.0 to specify the required examination of content knowledge and passing score for a Standard Certificate for Middle Level Science Teacher.

A motion to approve Regulation 1533 was made by Dr. Whittaker and seconded by Mrs. Bunting. The motion passed unanimously by voice vote.

#### Regulation 1534 Middle Level Social Studies Teacher - For Action

The Professional Standards Board, acting in consultation and cooperation with the Department of Education, requested the approval of the State Board of Education to amend 14 DE Admin. Code 1534 Social Studies Teacher. The proposed changes include adding a definition of the term “passing score” to subsection 2.2; adding subsection 3.1.3; and adding section 4.0 to specify the required examination of content knowledge and passing score for a Standard Certificate for Middle Level Social Studies Teacher

A motion to approve Regulation 1534 was made by Mrs. Bunting and seconded by Mr. Heffernan. The motion passed unanimously by voice vote.

#### Regulation 1539 Middle Level/Secondary Health Education Teacher - For Action

The Professional Standards Board, acting in consultation and cooperation with the Department of Education, requested the approval of the State Board of Education to amend 14 DE Admin. Code 1539 Health Education Teacher. The proposed changes included adding a definition of the term “passing score” to subsection 2.2; adding subsection 3.1.3; and adding section 4.0 to specify the required examination of content knowledge and passing score for a Standard Certificate for Health Education Teacher.

A motion to approve Regulation 1539 was made by Mrs. Rutt and seconded by Mrs. Sorenson. The motion passed unanimously by voice vote.

#### Regulation 1540 Secondary English Language Arts Teacher - For Action

The Professional Standards Board, acting in consultation and cooperation with the Department of Education, requested the approval of the State Board of Education to amend 14 DE Admin. Code 1540 Secondary English Language Arts Teacher. The proposed changes included adding a definition of the term “passing score” to subsection 2.2; adding subsection 3.1.3; and adding section 4.0 to specify the required examination of content knowledge and passing score for a Standard Certificate for Secondary English Language Arts Teacher.

A motion to approve Regulation 1540 was made by Mrs. Bunting and seconded by Mrs. Sorenson. The motion passed unanimously by voice vote.

#### Regulation 1542 Secondary Mathematics Teacher - For Action

The Professional Standards Board, acting in consultation and cooperation with the Department of Education, requested the approval of the State Board of Education to amend 14 DE Admin. Code 1542

Secondary Mathematics Teacher. The proposed changes included adding a definition of the term “passing score” to subsection 2.2; adding subsection 3.1.3; and adding section 4.0 to specify the required examination of content knowledge and passing score for a Standard Certificate for Secondary Mathematics Teacher.

A motion to publish Regulation 1542 was made by Mrs. Rutt and seconded by Dr. Whittaker. The motion passed unanimously by voice vote.

Regulation 1544 Secondary Social Studies Teacher - For Action

The Professional Standards Board, acting in consultation and cooperation with the Department of Education, requested the approval of the State Board of Education to amend 14 DE Admin. Code 1554 Family and Consumer Sciences Teacher. The proposed changes included adding a definition of the term “passing score” to subsection 2.2; adding subsection 3.1.3; and adding section 4.0 to specify the required examination of content knowledge and passing score for a Standard Certificate for Family and Consumer Sciences Teacher.

A motion to publish Regulation 1544 was made by Mrs. Rutt and seconded by Mrs. Bunting. The motion passed unanimously by voice vote.

Regulation 1550 Agriscience Teacher - For Action

The Professional Standards Board, acting in consultation and cooperation with the Department of Education, requested the approval of the State Board of Education to amend 14 DE Admin. Code 1550 AgriScience Teacher. The proposed changes included adding a definition of the term “passing score” to subsection 2.2; adding subsection 3.1.3; and adding section 4.0 to specify the required examination of content knowledge and passing score for a Standard Certificate for AgriScience Teacher.

A motion to publish Regulation 1550 was made by Mrs. Bunting and seconded by Mrs. Rutt. The motion passed unanimously by voice vote.

Regulation 1551 Business Education Teacher - For Action

The Professional Standards Board, acting in consultation and cooperation with the Department of Education, requested the approval of the State Board of Education to amend 14 DE Admin. Code 1551 Business Education Teacher. The proposed changes included striking the term “major in business” from subsection 2.2 as the term does not appear elsewhere in the regulation; adding a definition of the term “passing score” to subsection 2.2; adding subsection 3.1.3; and adding section 4.0 to specify the required examination of content knowledge and passing score for a Standard Certificate for Business Education Teacher.

A motion to publish Regulation 1551 was made by Mrs. Bunting and seconded by Dr. Whittaker. The motion passed unanimously by voice vote.

Regulation 1554 Family and Consumer Sciences Teacher - For Action

The Professional Standards Board, acting in consultation and cooperation with the Department of Education, requested the approval of the State Board of Education to amend 14 DE Admin. Code 1554 Family and Consumer Sciences Teacher. The proposed changes included adding a definition of the term “passing score” to subsection 2.2; adding subsection 3.1.3; and adding section 4.0 to specify the required examination of content knowledge and passing score for a Standard Certificate for Family and Consumer Sciences Teacher.

A motion to publish Regulation 1554 was made by Mrs. Rutt and seconded by Mrs. Bunting. The motion passed unanimously by voice vote.

Regulation 1555 Marketing Education Teacher - For Action

The Professional Standards Board, acting in consultation and cooperation with the Department of Education, requested the approval of the State Board of Education to amend 14 DE Admin. Code 1555 Marketing Education Teacher. The proposed changes included adding a definition of the term "passing score" to subsection 2.2; adding subsection 3.1.3; and adding section 4.0 to specify the required examination of content knowledge and passing score for a Standard Certificate for Marketing Education Teacher.

A motion to publish Regulation 1555 was made by Mrs. Rutt and seconded by Mrs. Bunting. The motion passed unanimously by voice vote.

Regulation 1557 Technology Education Teacher - For Action

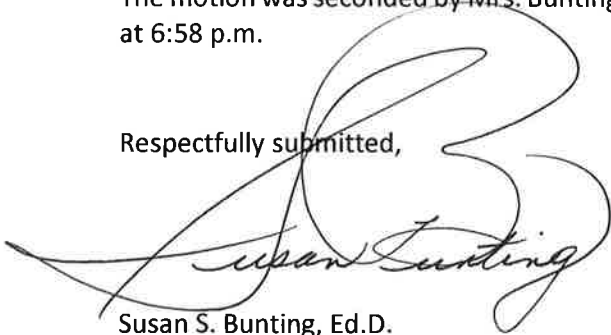
The Professional Standards Board, acting in consultation and cooperation with the Department of Education, requested the approval of the State Board of Education to amend 14 DE Admin. Code 1557 Technology Education Teacher. The proposed changes included adding a definition of the term "passing score" to subsection 2.2; adding subsection 3.1.3; and adding section 4.0 to specify the required examination of content knowledge and passing score for a Standard Certificate for Technology Education Teacher.

A motion to publish Regulation 1557 was made by Dr. Whittaker and seconded by Mrs. Bunting. The motion passed unanimously by voice vote.

There were no appeals or reviews this month, nor were there any informational items or general formal public comment.

There being no further business, a motion was made by Mr. Heffernan to adjourn the meeting. The motion was seconded by Mrs. Bunting and carried unanimously by voice vote. The meeting adjourned at 6:58 p.m.

Respectfully submitted,

A large, stylized handwritten signature in black ink, which appears to read "Susan Bunting". The signature is written over the typed name and title of the signatory.

Susan S. Bunting, Ed.D.  
Executive Secretary and  
Secretary of Education